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ABSTRACT

The Education Professions Development Act/Early Childhood Education (EPDA/ECE) Project was a field-centered project to prepare district teacher trainers and students of teaching to effectively meet the special educational needs of young disadvantaged children in rural and semi-rural local educational agencies. The project was designed to have both a demonstration effect and a multiplier effect. It demonstrated for school districts and the college community a non-traditional model for preparing both teachers of young children and teacher trainers. The multiplier effect was built into plans for the second-year-and-beyond of the project: (1) the return of the 7 prepared teacher trainers to their own districts wherein they provide in-service training for selected teachers in grades K-3; and (2) the participation of the 32 experienced teachers within school district in-service programs wherein they provide in-service training or leadership responsibilities for other primary teachers. This report describes the EPDA/ECE Project in terms of participants, personnel, financial support, training strategies, its effects on the curriculum at the graduate and undergraduate levels, materials development, its impact on early childhood developments outside the training institution, and its impact in the cognitive area and affective domain of the children in preschool, kindergarten, and early grades. (NQ)

ED106020

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FINAL REPORT

EARLY CHILDHOOD PROJECT 1070

A Field-Centered Project to prepare District Trainers of Teachers and Students of Teaching to Effectively meet the Special Education Needs of Young Disadvantaged Children in Rural and Semi-Rural Local Educational Agencies.

Grant Period: 3/30/70 - 12/31/73

Grant No. OEG-0-70-1851 (725)

Prepared by:

Dr. Roberta Bouverat
Director, EPDA/ECE Project 1070
Western Washington State College
Bellingham, Washington 98225

May 1974

RC 008489

BASIC PURPOSE

This EPDA/ECE Project was designed to have both a demonstration effect and a multiplier effect. It attempted to demonstrate for school districts and the college community a non-traditional model for preparing both teachers of young children and teacher trainers. The multiplier effect was built into plans for the second-year-and-beyond of the project. Two multiplicatory effects were achieved and continue in progress: (1) the return of the seven prepared teacher trainers to their own districts wherein they provide in-service training for selected teachers representing Kindergarten through grade 3, and (2) the participation of the thirty-two experienced teachers within school district in-service programs wherein they provide in-service training or leadership responsibilities for other primary teachers.

KINDS AND NUMBERS OF INDIVIDUAL TRAINED

Pre-service - 68 persons
In-service - 400 persons
Aids/Volunteers - 404 persons

MAJOR ACTIVITIES

Shared Teacher Leadership

- professional development of participants
- responsibility for in-service programs
- deliberate attempts to disseminate information
- problem solving skills, strategies for working through others to make changes

Increased Parent-School-Community Involvement

a. children-greater dialogue between parent/child at home
b. within classroom-aides and volunteers
c. creative playground developments

Changed learning climates and environments

a. indoors and outdoors

Exchanged communication with local school districts

DIFFERENT TRAINING EFFORTS

Each one teach one

MAJOR ACCOMPLISHMENTS/FUTURE DEVELOPMENTS

A. Better teacher confidence--recognition of personal and professional strengths to enable each to continue as a vital, valuable member of a teaching faculty.

B. Publication of a useful booklet, "It Takes More Than One"--a compilation of successful experiences of some of the EPDA participants.

C. Multiplicity of awareness and specific actions to improving playgrounds for children.

D. Continuing interest in the education of young children through activities of some of the EPDA/ECE 1070 personnel as active members in the National Association for the Education of Young Children.

E. Definite movements and directions to involve parents and communities within classroom environments.

OUTLINE FOR REPORT

I. Enrolment for each of three years

Individuals already in education
Individuals entering education

Categories of trainees and number

Teacher trainers
Teachers
Aides
Others

Categories of training

Full-time and part-time
Pre- and in-service
Academic year, calendar year, summer

Placement of training graduates, by categories as above.

Prospects for the future.

Individuals already in education

Year	No. of Individuals
1970-71	7 grad. students 28 student teachers
1971-72	40 teachers 2 co-directors
1972-73	35 teachers 3 graduate students 1 director

Individuals entering education

Year	No. of Individuals
1970-71	28 student teachers
1971-72	20 student teachers
1972-73	20 student teachers

Teacher Trainers and Teachers

Year	Number of Persons	Who:
1970-71	7 graduate students	guided and supervised 28 undergraduate students in teacher education
1971-72	6 elementary teachers (Fellows)	served as Instructional Team Leaders to 32 experienced, practicing elementary teachers (Participants) who: - supervised 20 student teachers - provided training experiences for 180 aides and volunteers in the classroom
1972-73	20 elementary teachers (4 Fellows, 16 Participants)	- supervised 20 student teachers - provided 20 in-service workshops and seminars for colleagues - provided numerous training experiences for parents, and other adults, to serve as instructional aides in the classroom

Aides and Volunteers

Year	Who
1970-71	50 volunteers high school students mothers college students 19 aides
1971-72	139 volunteers 43 aides
1972-73	140 volunteers 13 aides

Others

Year	Who	Responsibility
1970-71	1 Program Assistant	Evaluation of EPDA/ECE Project 1070 operation
1971-72	1 Program Assistant	Same as above
1972-73	1 Program Assistant	Same as above
	2 Instructional Assistants	Resource persons to the members of the ECE Project 1070

Full-time and part-time

1970-71 - 7 full-time fellowship graduate students working on a Master of Education, Consultant in Early Childhood Education.

1971-72 - 6 part-time instructional leaders in early childhood education (who were also full-time classroom teachers).

1972-73 - 3 full time graduate students in early childhood/ elementary education working on Master of Education degrees.

Receiving Pre-Service

Year	No.	Category	Nature of Program
1970-71	28	prospective teacher education students for one full academic year	First Quarter: observation and participation in 6 cooperating school districts Second Quarter: microteaching in same elementary classrooms Third Quarter: student teaching experiences in same elementary classrooms.
	7	experienced primary teachers now graduate students preparing to be teacher trainers	Each Fellow (F) worked for a 9 month period: 1/2 time as a graduate student studying toward the degree of Consultant, Early Childhood Education, and 1/2 time as instructor-teacher-supervisor to four undergraduate students in primary education.

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Receiving In-Service

Year	No.	Category	Nature of Program
1971-72	6	Fellows (F) or Teacher Trainers	A. Discussion leaders: 1. in a One-week workshop for 200 persons led by James L. Hymes, Jr., "Humanizing the Environment for Young Children" 2. in a Two-week Seminar for the selected 32 Experienced Primary Teachers, led by Co-Directors Focus: Selected Teaching Strategies B. Teachers, Instructors: 1. to young children in elementary classrooms 2. with 32 participating primary teachers
	32	Experienced Primary teachers	A. Participants in 1. Three (3) week seminar held Summer 1971 2. In-Service classes held weekly from September/71 to June, 1972 First Quarter: Child Study, Parent Involvement Second Quarter: Questioning Strategies, Reality Therapy, Disadvantaged Children Third Quarter: Working with Student Teachers Basic Interpersonal Relationships Self-enhancement as a teacher and a person

Receiving In-Service

Year	No.	Category	Nature of Program
1971-72	20	Adults interested in working with young disadvantaged children.	These persons worked in some capacity in the primary classrooms of all teaching members of the EPDA/ECE Project 1070 as: A. Student teachers B. Aides C. Volunteers D. Others
1972-73	2	Instructional Assistants Each of these individuals was an experienced primary teacher graduate student in elementary education.	Planned meetings and attended sessions with school district administrators; Planned direction for total membership of ECE Project 1070; Gathered Instructional materials for classroom teachers to improve teaching; Substituted in ECE Project 1070 classrooms; Planned and conducted general meetings for ECE Project 1070 membership and other interested colleagues; Prepared newsletters to all ECE Project 1070 members; Met weekly with Director, ECE Project 1070; Responded to individual ECE Project 1070 participating teachers upon request; Visited a variety of primary programs for young children.

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Receiving In-Service

Year	No.	Category	Nature of Program
1972-73	1	Program Assistant	Evaluated all aspects of Operation of ECE Project 1070--planned, reported, summarized, compiled, evaluated. Met weekly with Director, ECE Project 1070.
	168	Participants associated with ECE Project 1070	Total Project/Meetings held from Sept./72 - June/73: 1. Sharing and exchanging educational ideas
	5	School Administrators	2. Principles of teaching and learning
	5	Parents	3. Parent Involvement 4. Career Awareness/Education 5. Report of National Leadership Institute/Teacher Education/Early Childhood Conference. Attended by Director, ECE Project 1070 and 3 Fellows. Film: "Cognition," - Kagan. 6. Workshop to Develop Skills in Decision-making, conducted by Dr. Clifford Stallings, Technical Assistant, WLTI. 7. Social Picnic with Families
	20	Prospective teacher education students	Student teachers in a formal program associated with Department of Student Teaching, Education Department, Western Washington State College.

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Receiving In-Service

Year	No.	Category	Nature of Program
1972-73	225	Primary Teachers	Support and encouragement was given to EPDA/ECE Project 1070 participating Fellows and teachers to conduct sessions with their colleagues. Major emphasis or purposes were: 1. Open Education - learning centers 2. Humanizing the Environment 3. Parent Involvement 4. Interpersonal Relationships 5. Child Study 6. Question Strategies 7. Reality Therapy 8. Parent-Teacher Conferences 9. Language Arts Curriculum 10. Home Visitations 11. Exchange Art Ideas 12. Share Ideas for Future Years 13. Workshop involving parents in learning activities to do with their children during the summer months.
	4	School District Administrators	
	15	Kindergarten Parents	
	40	3rd Grade Parents	
	10	Student Teachers	

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Receiving In-Service

Year	No.	Category	Nature of Program
1972-73	40	Participating teachers in ECE Project 1070	Participating classroom teachers were encouraged to visit other primary classrooms. Some purposes for visitations and/or observations were: 1. to investigate instructional materials 2. to observe organizational patterns for teaching a. Follow Through Classroom b. individualized program c. multi-age grouping d. team teaching 3. preparation for teaching 1st grade 4. to observe work with minority groups 5. observe reading approaches a. Key Word b. Ginn 360 c. Open Court 6. preparation for a field trip

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CALENDAR--SUMMERS AND ACADEMIC YEARS

WHEN	WHAT	WHO
Summer, 1970	Two-week Early Childhood Education Workshop	7 Fellows (F)
Academic Year 1970-71	College sponsored courses	7 Fellows (F) 28 Students in Teacher Education 28 Cooperating primary classroom teachers
Summer, 1971	One-week Early Childhood Education Workshop	6 Fellows (F) 200 adults interested in educational programs for young children
	Two-week Seminar, emphasizing elementary education	6 Fellows (F) 32 Participating Primary Teachers
Academic Year 1971-72	College sponsored courses	6 Fellows (F) 32 Participating Primary Teachers 32 Adults interested in educational programs
Summer, 1972	One-week Early Childhood Education Workshop	4 Fellows (F) 75 Adults interested in educational programs for young children
Academic Year 1972-73	Scheduled educational meetings promoting the EPDA/ECE Project 1070 instructional goal to improve educational programs for young children and their families.	Over 536 persons related or voluntarily influenced.

Placement of training graduates, by categories as above

1970-73

Category	Positions as of 1/74
7 Fellows (F)	5 classroom teachers (primary) 1 homemaker, substitute teacher 1 reading specialist
28 students enrolled in Teacher Education	5 classroom teachers 5 homemakers 1 full-time graduate student 17 unknown
32 participating teachers	29 classroom teachers 3 homemakers
3 Program Assistants	2 classroom teachers 1 consultant for another federally funded project
2 Instructional Assistants	1 primary classroom teacher 1 homemaker

Prospects for the future:

I Continued Inservice

II Leadership responsibilities within respective school systems by

participating teachers
fellows
program assistants
instructional assistants

III School District - 1974
EPDA/ECE Participating teachers plan to be involved in planning, executing and evaluating the following activities:

A. Meridian: Science equipment and in-service workshop for primary teachers.

B. Sedro Woolley: In-service workshop on principles of teaching-learning for new primary staff for new building.

C. Bellingham: Series of sessions directed and conducted by Bellingham Educational Association, Human Relations Committee.

D. Marysville: Learning center workshop directed and conducted by EPDA/ECE participating teachers.

IV Classroom Technology: A portable classroom darkroom was purchased to enable EPDA/ECE participating teachers to provide photography experiences within their classrooms.

The WWSC Education Department Learning Resource Consultant was contracted to provide workshops on the introduction and use of this classroom darkroom with children in ECE classrooms.

II. Project Personnel

Administrative

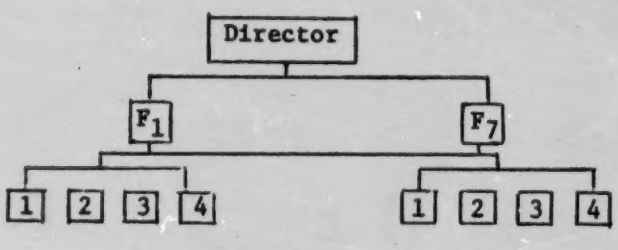
Instructional

Staff vs. Consultants

EPDA Project A FIELD CENTERED PROJECT TO PREPARE DISTRICT TRAINERS OF TEACHERS AND STUDENTS OF TEACHING TO EFFECTIVELY MEET THE SPECIAL EDUCATIONAL NEEDS OF YOUNG DISADVANTAGED CHILDREN IN RURAL AND SEMI-RURAL LOCAL EDUCATIONAL AGENCIES

PHASE I - 1970-71 An Individualized and Field-Centered Preparation Model for Teacher Trainers in Rural L.E.A.

Project Personnel



= 7 Fellows

= 28 Prospective Teachers

Cooperating Local School Districts

Superintendents
Asst. Superintendent/Curriculum Directors
School Building Principals

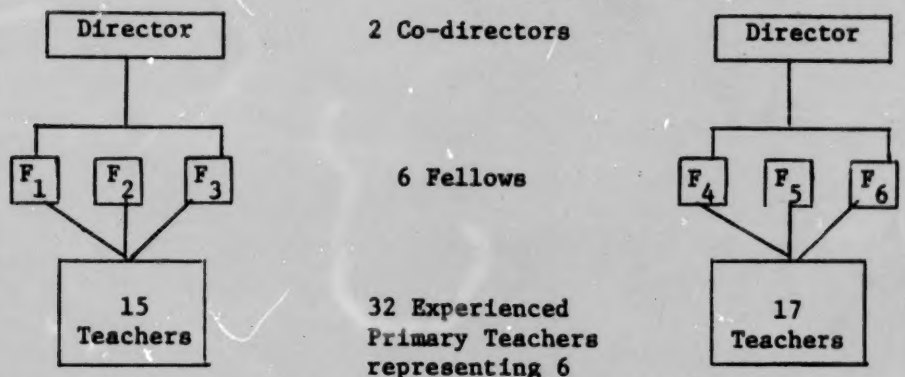
Consultants

WHO:

1. National Expert and Author in Child Development
2. State Dept. of Education, Minority communities
3. Psychiatric Social Worker
4. School Nurse
5. College instructor, Child Development
6. Consultant, individualized reading
7. College instructor, inquiry methods of teaching
8. Follow Through Director, British Primary School
9. College instructor, interpersonal relationships
10. Director of Student Teaching at WWSC

PHASE II - 1971-72 Field Centered In-Service Training for Experienced Teachers of Young Disadvantaged Children

Project Personnel



Cooperating Local School Districts

Superintendents
Asst. Superintendent/Curriculum Directors
School Building Principals

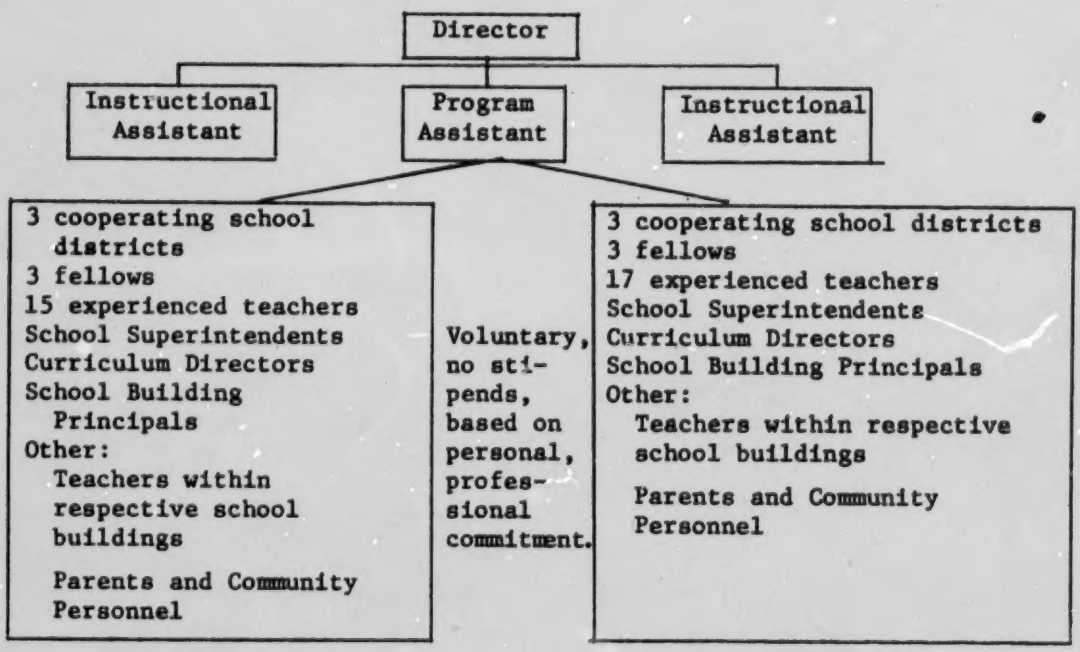
Consultants

WHO:

1. Representatives from the State Superintendent Public Instruction Office
2. Social workers
3. School Psychologist
4. Experts on Parent-Teacher Conferences
5. Counselors for Indian children
6. High school Indian students
7. Indian and Chicano college students enrolled in College of Ethnic Studies, WWSC
8. Liason person in public schools for migrant population
9. Two faculty members from College of Ethnic Studies, WWSC
10. Consultant with Federally sponsored Indian and Migrant Center
11. Classroom teacher, emphasizing Key Word approach in reading
12. National Expert Child Development
13. Expert on Human Behavior

PHASE III - 1972-73 A Demonstration of the Impact of Phases I and II upon the Educational Experiences of Young Disadvantaged Children and Their Families

Project Personnel



Consultants

Focus:

1. Principles of teaching and learning
2. Career Education
3. Group Processes and Decision-Making
4. Learning Resources
5. Home-School, Parent Involvement

III. Financial Support

EPDA

Other sources

Prospects for the future

FINANCIAL SUPPORT

Year	EPDA	WWSC	LEA
1970-71	$111,463	Space for meetings, heat, lights, janitorial and secretarial services, A.V. services, equipment for video-taping.	Space for meetings, heat, lights, janitorial service, coffee service, secretarial supplies for meetings
1971-72	49,920		
1972-73	22,500		
3 year total-	$183,883		

OTHER SOURCES

1972-73 Three (3) of the 6 cooperating school districts had Follow Through classrooms.

Three (3) of the 32 participating teachers were directing Follow Through classrooms.

Two (2) of the 32 participating teachers directed Johnson O'Malley funded classrooms.

PROSPECTS FOR THE FUTURE

Financial support for any of the EPDA/ECE participating Fellows and teachers will now come as a part of the on-going in-service programs within each school district.

IV. Allocation of finances resources over the total grant period by percent of total funds

OA

Staff
Consultants
Supplies and materials
Equipment, etc. (specify)
Stipends

ALLOCATION OF FINANCIAL RESOURCES

Total grant funds 1970-73 $183,883

Resources	Amount	% of total funds
Staff	$34,884.54	18+
Consultants	7,923.78	4
Supplies and Materials	4,138.00	24
Stipends	54,656.00	29+

V. New training strategies, including

Greater meshing of training with schools' needs
More effective practicum
Better utilization of research data
Development of competency-based approach

Greater meshing of training with schools' needs.

A. There were attempts to increase the free flow of ideas, feelings, thoughts, questions and concerns among the EPDA/ECE participants and their administrations.

The Directors encouraged specific conferences in which school district personnel might discuss the needs.

Evidence: Letters from each school district superintendent supporting continuation and cooperation with the EPDA/ECE Project, Phase III.

Evidence: Chart indicating results of conferences held between EPDA/ECE Project 1070 Directors and local school Administrators. Comments indicate current relationships with EPDA/ECE participating teachers within each district. Time period: Phase III, 1972-73.

B. It was the desire of the Directors and Fellow-leaders to provide an atmosphere of learning for the participating teachers in the seminars and joint meetings that would:

1. develop greater confidence on the part of each participant.
2. demonstrate and guide pre-service teachers as observers of young children.
3. demonstrate and guide student teachers in the skills and arts in the learning process situations in the classroom.
4. visit early childhood centers for disadvantaged young children.
5. cater to other interests and concerns, perceived needs by the teachers within each school district.

Evidence: Joint Meetings, Phase II, 1971-72.

Evidence: Copy of Sessions Held with Total Project Personnel plus other interested persons, Phase III, 1972-73.

C. The in-service programs for participating teachers based upon perceived needs.

Evidence: Receiving Inservice, 1972-73 meetings.

MARYSVILLE PUBLIC SCHOOLS

Address: 1513 Seventh Street
Snohomish County District No. 25
Marysville, Washington 98270
Telephone: 659-6261
Area Code 206

October 1, 1971

Dr. Bearnice Skeen, Co-Director
Project 1070-II
Department of Education
Western Washington State College
Bellingham, Washington 98225

Dear Dr. Skeen:

The Marysville district would like to be involved in a third phase of Early Childhood Project 1070. Staff members participating in phases 1 and 2 of this project report it has greatly benefited instruction of our young students.

Our suggestions for Phase III are that it would provide student teachers to work with Project 1070 instructors now trained in our district; would help these trained instructors to lead child study groups; and would assist us to train parental volunteer aides in newest methods of early childhood education.

We hope these concerns can be incorporated into the proposals you draft for the consideration of the Office of Education.

Best wishes.

Sincerely,

Richard Voege

RICHARD VOEGE
Superintendent of Schools

RV:ed

BELLINGHAM PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES NORTH SCHOOL BUILDING
DUPONT AND I STREETS
P. O. BOX 879 - TELEPHONE 734-9900
BELLINGHAM, WASHINGTON 98225

GORDON L. CARTER
SUPERINTENDENT
HAROLD W. JACKSON
ASST. SUPERINTENDENT
DR. RICHARD L. GREEN
ASST. SUPERINTENDENT
DR. JAMES G. ROBERTS
ADMINISTRATOR OF BUSINESS AND FINANCE

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HAL ARNASON
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WILLIAM CONVERSE

October 1, 1971

Dr. Bearnice Skeen
Western Washington State College
Bellingham, Washington 98225

Re: Project 1070,
Phase III, 1972-73

Dear Dr. Skeen:

The Bellingham School District has been pleased to have been a part of Phase I and Phase II of the Early Childhood Project 1070.

Project 1070 has equipped selected Bellingham teachers with the knowledge and skills necessary to conduct in-service workshops with experienced teachers. During 1971-1972 these teachers will utilize these skills through year-long workshops relative to Early Childhood Education.

We would be very pleased to continue this fine project into Phase III during the 1972-73 school year.

Sincerely,

Gordon L. Carter

Gordon L. Carter
Superintendent of Schools

GLC:nh

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C. J. Bowe, Principal, Lucille Umbarger
Mrs. Wilma Smith, Principal, West View
G. M. Frasier, Director of Special Services

BURLINGTON-EDISON SCHOOL DISTRICT NO. 100

926 VICTORIA AVENUE
BURLINGTON, WASHINGTON 98233
Telephone 755-0011

September 29, 1971

Dr. Bearnice Skeen
Co-Director, Dept. of Education
Western Washington State College
Bellingham, Washington 98225

Dear Dr. Skeen:

I feel the Burlington-Edison School System has benefited greatly from its participation in the first two phases of your Early Childhood Project 1070.

Very specifically, it has resulted in a broader and deeper awareness on the part of staff members in our school system concerning the needs of students in the beginning phases of their educational program.

We would be interested in continuing with you into Phase III; assuming, naturally, that Phase III would continue to complement the goals and objectives of the Burlington-Edison School System.

Sincerely,

Nathaniel H. Moore

NATHANIEL H. MOORE
Superintendent

NHM:rer

SEDRO-WOOLLEY SCHOOL DISTRICT 101
ROBERT WARNECKE, SUPERINTENDENT
GENE F. MAXIM, ADMINISTRATIVE ASSISTANT
Mrs. Lorraine Hull, Secretary

856-2311 Sedro-Woolley, Washington 98284 Route 4, Box 270

October 4, 1971

Dr. Bearnice Skeen, Co-Director
Project 1070-II
Western Washington State College
Bellingham, Washington 98225

Dear Doctor Skeen:

This letter is to indicate Sedro Woolley School District's interest in continuing as a cooperating school in the Early Childhood Project 1070.

The supervising "fellow" has returned to our district, and from her past year's experience with the 1070 Project, shows renewed dedication and an increase in confidence toward the teaching of children.

We support the request for Phase III funding and lock forward to being an active participant.

Sincerely,

Gene F. Maxim
mb

Gene F. Maxim
Administrative Assistant

GFM/mb

Ferndale School District No. 502

ALEXANDER BUILDING, SCHOOL STREET, FERNDALE, WASH.

DR. JAMES C. NORRIS
Superintendent & Clerk
DR. WILFRED GUNDERSON
Assistant Superintendent, Instruction
VANCE H. CLARK
Business Manager

Mailing Address: P.O. Box 698
Ferndale, Wash. 98248
Telephone 206-384-3551

October 1, 1971

BOARD OF DIRECTORS
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ELIZABETH BAILEY
H. M. (BUD) BEHME
MARY FLINT
DON McKAY

U. S. Office
Health, Education and Welfare
Early Childhood Education
Washington, D. C.

Dear Sir:

Our school district has worked with Western Washington State College in the Early Childhood Education Project 1070 for the past year in Phase I and are now in Phase II.

We believe this to be a very worthwhile program in the training of teachers for early childhood education because its happening where the action is - on the job in the school.

Since our district has been involved in HeadStart and Follow Through for the past several years, we are very much committed to the 1070 project which has a broader thrust in preparing teachers and implementing at the "grass roots" level a program which will focus on the young learner.

We have observed greater interest and commitment on the part of our primary teachers through Project 1070 because they can see the meaning to what they are doing.

It is now our concern that the application to continue into the third phase be approved. We are prepared to give our full support.

Sincerely,

James C. Norris

James Norris, Ed. D.
Superintendent

JN:mtr

MERIDIAN SCHOOL DISTRICT

No. 505, Whatcom County

MERIDIAN HIGH SCHOOL
1673 Laurel Road
Bellingham, Wash. 98225
WHITFIELD KRATZ, Principal
Phone 398-1981

FRED G. WENDOVER, Superintendent
1673 Laurel Road
BELLINGHAM, WASHINGTON 98225
Phone 398-1981

MERIDIAN ELEMENTARY
861 Ten Mile Rd.
Lynden, Wash. 98264
OSCAR NELSON, Principal
Phone 398-2291

October 6, 1971

Bearnice Skeen, Co-Director
Project 1070-II
Western Washington State College
Bellingham, Washington 98225

Dear Mrs. Skeen:

In addition to the telephone call to your office earlier this week, this letter will confirm our interest in Phase III of the Early Childhood Project 1070.

The earlier phases of this project have been interesting and helpful to members of our staff and the students within the school. We hope that your application will be successful and that our school will be included in your planning for Phase III.

Sincerely

Fred G. Wendover

Fred G. Wendover, Superintendent

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CHART INDICATING RESULTS OF CONFERENCES Fall, 1972

SEDRO WOOLEY

Inservice
- Feb. 7 - Language Arts
- Mar. 28 - Porter, Career Education

New School - 28 T
- Individualized and organization

1070 Participating T and
- I. A.
- Basic Principles
  1070

Visited all participating 1070 teachers in classrooms

BURLINGTON-EDISON

Visitation by T.
1070 teachers more contact with
- building principals

I.A. contact principals
Models for home visitations
- (Maria Day)

1070 group meetings
Inservice - Mar. 16th
SPI Follow Through
Director of Washington Triad
- Follow Through present

Visited all participating 1070 teachers in classrooms

MARYSVILLE

Meet with 1070 teachers
Keep ideas coming
Career Education - Jan Sweeney
Effective District Volunteer
Math and Reading Workshops

Visited all participating 1070 teachers in classrooms

BELLINGHAM

District Helping Teachers and
- Curriculum Director and
- ECE Director and Instructional
- Assistant

Places to visit
Release teachers

Visited all participating 1070 teachers in classrooms

MERIDIAN

Inservice - Mar. 9 ?
Beginning Volunteer-Aide
- Training and Involvement
- Program

Visitations among Meridian
- Teachers

One school

Visited all participating 1070 teachers in classrooms

FERNDALE

Inservice - Mar. 16 ?
Visitations by T. ?
Career Education
Grade levels meetings incorporated
- with 1070

Teaching techniques materials
- requested

Inter-Visitations between Mt. View
- and Central

Visited all participating 1070 teachers in classrooms

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Joint Meetings - Phase II - 1971-72

All 32 Participating Teachers, 6 Fellows, 2 Co-Directors, and other personnel from the six cooperating schools attended a number of project sessions. The emphasis for these total project personnel meetings were:

Early December	- exchanged ideas, activities, learning episodes related to the Christmas season.
	- presented application and project goals for Phase III, 1972-73.
March	- Consideration of recommendations from Dr. Clifford Stallings, Technical Assistant representing National Leadership Institute Teacher Education/Early Childhood.
May	- "Human Potential Seminar" conducted with Dr. Clifford Stallings.

ECE Project 1070
Sessions Held with Total Project Personnel

DATE	WHERE HELD	MAJOR FOCUS	ATTENDANCE	FOLLOW-UP
Nov. 8,9 1972	WWSC - Miller Hall	Introductions of 1070 staff, procedures for release	15 participants 4 1070 staff Dr. Skeen	Plan monthly general sessions. Send newsletters to homes.
Nov. 30 1972	Happy Valley, Bellingham	Discussion of principles of teaching and learning	17 participants 4 1070 staff 2 visitors-teachers 1 administrator	Participants indicated topics they'd like covered in future meetings. Session on Parent Involvement planned.
Jan. 22 1973	Allen School, Burlington-Edison	Parent Involvement	13 1070 participants 4 1070 staff 9 visitors 5 parents 3 teachers Dr. Skeen	People in attendance got new ideas for involving parents; shared own ideas.
Feb. 26 1973	West View, Burlington-Edison	Career Education	14 participants 4 1070 staff 4 visitors (3 teachers and Dr. Skeen) 2 guest speakers Dr. Sam Porter Dr. Bill McPherson	Several plan to take Career Ed. Evening class and incorporate Career Awareness ideas in classrooms.

DATE	WHERE HELD	MAJOR FOCUS	ATTENDANCE	FOLLOW-UP
April 3 1973	Carl Crozier, Bellingham	Fellows reported on EPDA Washington, D.C. Spring Conference. "Cognition" film shown.	20 participants 4 staff 3 visitors Dr. Skeen	
April 17-18 1973	Roeder School, Bellingham	Group Processes and Decision-Making	Day 1 -30 Day 2 - 20	
May 18 1973	Bloedel Donovan Park, Bellingham	Social Picnic		

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INSERVICE MEETINGS IN COOPERATING SCHOOL DISTRICTS - Fall Quarter

DATE	DISTRICT	MAJOR EMPHASIS-PURPOSE	PARTICIPATION	KEY OUTCOMES
Nov. 20 1972	Marysville	Open Education Learning Centers in Math	20 teachers 1 I.A.	To continue other meetings in other areas.
Nov. 2 1972	Ferndale, Mt. View	1. Overview of 1070-explanation of 1070 materials and substituting 2. Presentation of topics covered in 1070. a. Humanizing b. Parent involvement c. Interpersonal relations d. Child study e. Question strategies	1 Fellow 4 Participants 2 1070 staff 1 administrator 25 teachers	Teachers indicated further interests for future in-service meetings.
Dec. 4 1972	Sedro Wooley, Mary Purcell	1. Overview of 1070 2. Presentation by participants covering a. Reality Therapy b. Humanizing the environment c. Interpersonal relations	1 I.A. 1 Fellow 5 Participants 75 K-6 Teachers 3 Administrators	Nancy Bates conducting interpersonal relations sessions. Want to continue, not stop. Comments good. Administrators used 1 technique for meeting with teachers.
Nov.	Burlington-Edison	Parent-teacher conferencing. Presentations at individual schools at faculty meetings.	6 participants 4 student teachers	

2003

INSERVICE MEETINGS IN COOPERATING SCHOOLS - Winter Quarter

DATE	DISTRICT	MAJOR EMPHASIS/PURPOSE	PARTICIPATION	KEY OUTCOMES
Jan. 18 1973	Ferndale	Humanizing the Classroom	30 primary teachers 4 1070 teachers 1 Fellow	
Feb. 15 1973	Ferndale	Language Arts Curriculum	10 primary teachers 1 1070 teacher	
Mar. 28 1973	Ferndale	Parent Involvement	10 primary teachers 1 1070 teacher	

8600

INSERVICE MEETINGS IN COOPERATING SCHOOLS - Spring Quarter

DATE	DISTRICT	MAJOR EMPHASIS/PURPOSE	PARTICIPATION	KEY OUTCOMES
March-April 1973	Burlington-Edison	Home visitations	1070 participants	Wrote tentative outline for home visitations.
March 1973	Marysville	Parent Involvement	Kindergarten parents	Parents volunteered for activities and projects for remainder of year.
April 12 1973	Ferndale	Exchange art ideas	District 3rd grade teachers	
April 26 1973	Ferndale and Meridian	Share ideas for next year.	14 K-2 teachers	Set dates and topics for next year's programs. Cataloged key resource people for district.
May 15 1973	Bellingham	Involving parents in learning activities to do with their children during summer.	Parents of 3rd graders at Roosevelt.	Excited, involved parents. Good parent-school relations.

More effective practicum

A. Each of six (6) Teacher Trainers had four (4) student teachers in observation, participation and teaching experiences over a nine (9) month period. As part of the 1070 Project plan, the twenty-eight (28) students of teaching were scheduled into a September observation experience, a series of project related microlessons in the same classroom during winter quarter, and a full quarter of student teaching in the same room during spring.

B. Each of thirty-two (32) experienced teachers extended themselves for persons interested in teaching and working with young children.

1. guided preservice teachers as observers of young children;
2. guided student teachers in the skills and arts in the learning process situation in the classroom;
3. guided student teachers in the skills and arts of working with parents as partners in the learning process;
4. guided adults who served as volunteers in a variety of capacities.

C. Graduate students enrolled in the Master of Education degree program, Consultant, Early Childhood Education participated in a supervised laboratory experience. This course has developed increased relevancy both as to the nature and the content of the experiences.

1. Experience in administration of early childhood units.
   (a) consultant in day care and preschool centers;
   (b) planning and directing ECE conferences and workshops.
2. Critical analysis of programs of early childhood education, emphasizing interpersonal relations, role of agencies, and instructional procedures and materials.
   (a) examination of and experiences in the roles of a consultant in ECE as:
      (1) instructor-aide to undergraduate teacher education classes, and
      (2) intern supervisor of student teachers.

Better utilization of research data

Used research for in-depth studies of creative playgrounds; disadvantaged children; child development; interpersonal relations; open education; British Primary Schools; day care; and migrant education.

Development of competency-based approach

A. A Child Study Learning Package was developed by the 1970-71 team of Supervising Fellows.

CHILD STUDY

This package should enable the learner to accumulate, organize, analyze, and interpret data concerning the developmental and/or adjustment patterns of the child studied.

The assignments included the following:

Task I. (Knowledge level)

a. Write a rationale for child study.
b. Define the following types of objective recording of observation:
   1. anecdotal recording
   2. interview
   3. time sampling
   4. check list
c. List characteristics common to successful utilization of all four techniques.

Task II. (Comprehensive level)

Identify in a printed context the four methods of recording as applied to individual child study.

Task III. (Application level)

Record observable characteristics and behavior of a selected child from a given class, making use of the four methods described above.

Task IV. (Analysis level)

Study the accumulated observation data, analyze and organize it into a summary concerning the characteristic developmental patterns and/or adjustment problems of the child observed.

Task V. (Synthesis level)

Using the data from Task IV, plan appropriate future learning tasks for the child.

B. Other Learning Packages (Instructional Modules) were developed by Marilyn Werner, a person hired with EPDA/ECE funds. These learning packages were used by participants of the EPDA/ECE Project 1070.

Parent-Teacher Conference

This Instructional Package should give the consumer some of the principles, practices, and techniques of the parent-teacher conference through the simulation process.

Role Playing

This package should give the consumer the skill to help children define problems and determine solutions and consequences and allows learners to practice decision making in a safe situation.

Sociodrama

This package should enable the consumer to select, prepare, and enact a sociodrama successfully. It is used for decision making and problem solving in the classroom.

C. The following learning packages (Instructional Modules) were also used in the total three-year project with participants. The Learning Packages are available through Director of Field Services, Miller Hall 206, WWSC, Bellingham, Wa. 98225.

Equipment Operation

Consumption of this package will enable the learner to operate equipment usually found in the schools.

Questioning Strategies

Upon completion of this package, the consumer will be able to construct and interpret a questioning profile. He will further be able to identify needed changes in hypothetical teachers' questioning techniques. This package is based on Guided Self Analysis materials developed by Theodore W. Parsons.

Reality Therapy

This package should enable the consumer to help students identify behavior and establish plans to modify when necessary.

William Glasser's Classroom Meetings

The consumer of this Instructional Package should be able to effectively utilize the strategy of "classroom meetings" to solve problems, raise questions, and diagnose difficulties within the classroom.

D. The Guide to Better Teaching, a student teaching manual developed and used by the Student Teaching Department, WWSC, became a guide from the participants as they worked with other adults within the classroom. Available through Director of Field Services, Miller Hall 206, WWSC, Bellingham, Wa. 98225.

TEACHER PREPARATION MODULES: PRICE LIST AND ORDER FORM

Make Checks Payable to: WESTERN WASHINGTON STATE COLLEGE
Department of Education
Bellingham, Washington 98225

P.O._____
Inv. No.____
Date_____

TO:

Minimum Charge $1.00

SHIP TO:

Complete Set $20.00
Postage & Handling _____

Learning Packages____
Postage & Handling____
Total Due ____

RETURN ONE COPY WITH REMITTANCE TO: Director of Field Services, Education Department

	No.	Amt.	Title
__		2.00	The Clinical Program Manual and Guide to the Test of Instructional Competency
__		.50	Abstracts of Instructional Packages
__	1	.75	Adjusting Objectives for Individual Learners
__	2	.25	Analysis of Classroom Questions
__	3	.50	Becoming Familiar with Children's Books
__	4	.75	Child Study
__	4a	1.25	Child Study, Revised June, 1971
__	5	.50	Classroom Discipline
__	6	.25	Classroom Movement Patterns
__	7	.25	Classroom Observation Techniques
__	8	.25	Construct Evaluation Items Appropriate to a Variety of Behaviors
__	9	.75	Defining Objectives
__	10	.25	Developing Children's Listening Skills
__	11	.25	Developing Children's Oral Language Skills
__	12	.25	Developing Comprehension Skills
__	13	.50	Developing Criterion Reference Tests
__	14	.25	Developing Learning Options for Varied Learning Styles
__	15	.25	Developing Reading Study Skills
__	16	.25	Developing Skills of Word Pronunciation and Word Meaning
__	17	.25	Developing Values for Reading
__	18	.25	Diagnosis/Prescription
__	19	.25	Eight Basic Teaching Skills
__	20	.75	Entry Program
__	21	1.00	Equipment Operation
__	22	.25	Evaluating Reading Performance
__	23	.75	Evaluation - Statistical Indicators
__	24	.50	Interaction Competency
__	25	.75	Group Dynamics
__	26	.25	Investigating Diverse Approaches to the Teaching of Reading
__	27	.25	Mathematical Proof

__	28	.25	Motivation (in Mathematics) with an Emphasis on Mathematics
__	29	.25	Multi-Media Instruction
__	30	.75	Norm Reference Tests, Selection, Administration and Interpretation
__	31	.75	Norm Reference Tests, Their Use
__	32	1.00	Parent-Teacher Conference
__	33	.50	Pupil-Teacher Planning
__	34	.25	Questioning Strategies
__	35	1.00	Reality Therapy
__	36	.25	Response Strategies
__	37	.75	Role Playing
__	38	.75	Selecting Commercial Materials
__	39	.25	Selecting Learning Strategies
__	40	.25	Selecting and Utilizing Children's Books for Classroom use
__	41	.75	Sociodrama
__	42	.25	The Simulated Field Trip
__	43	.25	Teacher-Pupil Discussion Pattern
__	44	.25	Teacher-Pupil Talk Strategies
__	45	.25	Teacher Talk Strategies
__	46	.25	Understanding Reading as a Communication Process
__	47	.25	Verbatim Analysis
__	48	.25	William Glasser's Classroom Meetings
__	49	.50	Writing Behavioral Objectives
__	50	.50	Writing Classroom Tests
__		1.00	Diagnosis - Savage & Armstrong
__		.25	Orientation to the School and District
__		.25	Observation, A Laboratory Activity for Secondary Clinical Students

$_____ TOTAL

E. A filmstrip and tape program (SELECTING APPROPRIATE EDUCATIONAL OBJECTIVES) from Vimcet's Utilization Guide.

VIMCET INSTRUCTIONAL MATERIALS

Filmstrip-tape Programs

CURRICULUM

Educational Objectives--An analysis of the attributes and advantages of measurably stated instructional objectives (Popham) #1.

Humanizing Educational Objectives--Adapting the technology of objectives formulation to the pursuit of humanistic goals (Baker) #28.

Selecting Appropriate Educational Objectives--An introduction to the taxonomies of educational objectives for selecting appropriate goals (Popham) #3.

Deciding on Defensible Goals Via Educational Needs Assessment--How to use preferential ratings of objectives to aid in the selection of educational goals (Popham) #25.

Defining Content for Objectives--Formulating objectives which possess content generality rather than test item equivalence (Baker) #9.

Identifying Affective Objectives--A four-step strategy for generating noncognitive objectives (Popham) #10.

Establishing Performance Standards--Distinguishing between class and student minimal proficiency levels (Baker) #4.

A Curriculum Rationale--How to use Ralph Tyler's society-student-subject curricular rationale (Popham) #8.

INSTRUCTION

Individualizing Instruction--How to adapt classroom instruction to individual differences among learners (Popham) #21.

Opening Classroom Structure--Arranging classroom variables so they contribute to less formal structure (Baker) #27.

Analyzing Learning Outcomes--An introduction to task analysis of learner en route behaviors (Baker) #11.

Instructional Tactics For Affective Goals--Three tactics, modeling, contiguity and reinforcement, for the promotion of affective objectives (Popham) #24.

Teacher Aides in the Classroom--Preparing both teachers and aides for the instructional use of paraprofessional and student assistants (Baker) #30.

Appropriate Practice--How to provide learners with relevant instructional practice opportunities (Popham) #5.

Knowledge of Results--Guidelines for providing students with immediate feedback regarding their performance (Popham) #12.

Perceived Purpose--Four techniques are described for increasing student motivation (Popham) #6.

The Teaching of Reading--An empirical model for reading instruction is described (Baker) #14.

Discipline in the Classroom--How to apply contingency management procedures to problems of classroom control (Baker) #15.

Teaching Units and Lesson Plans--Key ingredients of effective written instructional plans are examined (Popham) #13.

Systematic Instructional Decision-Making--A general overview is provided of a consequence-based instructional model (Popham) #2.

EVALUATION

Current Conceptions of Educational Evaluation--Four important conceptual distinctions in educational evaluation are analyzed (Popham) #23.

Alternative Avenues to Educational Accountability--Distinguishes between personal, professional, and public accountability (Popham) #22.

Modern Measurement Methods--Contrasts norm-referenced and criterion-referenced testing procedures (Popham) #16.

Alternative Measurement Tactics for Educational Evaluation--A four category system for generating measurement schemes is described (Popham) #26.

Writing Tests Which Measure Objectives--How to use the item form approach in devising measures which match objectives (Baker) #29.

Experimental Designs for School Research--Evaluation designs for summative and formative evaluation are described (Popham) #18.

Instructional Supervision: A Criterion-Referenced Strategy--A consequence-oriented approach to supervision is explicated (Popham) #17.

How to Prepare Teaching Performance Tests--The rationale and development procedures for instructional minilessons are presented (Popham) #19.

Using Teaching Performance Tests for Instructional Improvement and Skill Assessment--Two key roles of instructional minilessons are treated (Popham) #20.

Evaluation--A general introduction to outcomes-oriented educational evaluation is presented (Baker) #7.

AUDIOTAPES

Behavioral Objectives Debate--G. Kneller vs. W. J. Popham; J. Goodlad moderates #120.

Criterion-Referenced Instruction--W. James Popham #121.

Adapting to Student Differences--Robert Glaser #122.

Conditions for Effective Learning--Ralph Tyler #123.

Objectives and Inservice Training--Eva Baker #124.

Teaching Performance Tests and Educational Accountability--W. J. Popham #125.

The Teacher and Accountability--Robert Stake #126.

Order by title and program number from Vimcet Associates, Inc., P.O. Box 24714, Los Angeles, Calif. 90024. Costs: Filmstrip-tape programs $17 each, audiotapes $10 each (plus postage and handling). Specify whether cassette or reel-to-reel tapes desired. Two week preview available for any two filmstrip programs (no audiotape preview). More complete descriptive information available on request.

Relevant printed instructional materials are also available from Prentice-Hall, Inc., Englewood Cliffs, N. J. 07632. All programs in this series were prepared by W. James Popham and Eva Baker, Graduate School of Education, University of California, Los Angeles.

F. Basic Interpersonal Relations Program, A Course for Small Groups.

The Basic Interpersonal Relations course is for both adults and students who are interested in developing their interpersonal skills with others. The course provides a basic introduction to the principles of relating to others, and provides an opportunity to try out these principles in a manner which promotes an enjoyable personal openness among participants. People who use this program will find it to be a significant first step toward improving their personal competence in dealing with other people.

Available from: The Human Development Institute, A Division of IDI, (Instructional Dynamics Incorporated), 166 East Superior Street, Chicago, Illinois 60611.

VI. Effects on curriculum at graduate and undergraduate levels.

New courses
New components in existing courses
Other modifications in existing courses

NEW COURSES

Undergraduate

Ed 331--CREATIVE LEARNING EXPERIENCES IN EARLY CHILDHOOD EDUCATION

3 college quarter credits

Materials and teaching strategies designed to elicit creative responses in young children through storytelling, art, music, body movement, puppetry, creative dramatics, and other media of expression.

Ed 438--SCHOOL-HOME-COMMUNITY RELATIONSHIPS

3 college quarter credits

During the first year (1970-71) this course was open only to the EPDA/ECE project participants; now it is open to all levels.

Problems of communication and interaction among teachers, parents, and paraprofessionals, administrators, and community; conferencing, planning meetings, community survey, PR publications, use of mass media.

Ed 496--PRACTICUM IN DIAGNOSIS AND PRESCRIPTION IN TEACHING

2-3 college quarter credits

Prerequisite: teaching experience. Defining objectives behaviorally; developing sequential learning activities; analyzing pupil readiness; prescribing appropriate strategies for continuous individual progress; applications with students in classrooms. May be repeated with varied content to a total of nine credits.

Graduate

Ed 592d-FIELD EXPERIENCE IN EARLY CHILDHOOD EDUCATION

2-6 college quarter credits

Prerequisites: Graduate status and permission of instructor. Supervised field experience in developing, directing, and evaluating early childhood education programs.

Graduate (continued)

Ed 633--SEMINAR: PROBLEMS IN EARLY CHILDHOOD EDUCATION
3 college quarter credits

Prerequisites: Ed 531--Seminar in Early Childhood Education, and Ed 596a--Advanced Practicum: Early Childhood Education.

Specific problems will be drawn from the field and content organized according to student need. This might be considered the capstone course for the Master of Education degree, Consultant, Early Childhood Education.

NEW COMPONENTS IN EXISTING COURSES

Undergraduate program in Teacher Education

Ed 494--Supervised Student Teaching - 16 college quarter credits

Traditionally, the field experience for students of teaching has consisted of a full quarter of student teaching, possibly preceded by some isolated microteaching experiences for certain courses. As a part of the EPDA/ECE Project 1070 plan, twenty-eight prospective teachers were scheduled into a September observation experience during fall quarter; a series of project related microlessons in the same classroom during winter quarter; and a full quarter of student teaching in the same classroom during spring. Each supervising Fellow provided guidance during the yearly program plan for pre-service teachers.

Graduate program toward Consultant, Early Childhood Education

Ed 531--Seminar in Early Childhood Education (3 credits)
Ed 596a-Advanced Practicum: Early Childhood Education
(to be taken concurrently) (2-6 credits)

The supervised practicum experience for the master degree candidate generally consisted of one full quarter of internship in helping relationship roles and responsibilities. Based upon program planning with teachers who provide leadership within their respective school districts, it now appears more worthwhile and meaningful for the ECE consultant-in-training to become involved in a variety of roles and responsibilities stretched over, sometimes a yearly program. Each candidate sets her/his own goals for the practicum experience. She/he acquires selected skills and competencies under the guidance of the program advisor for the Consultant, Early Childhood Education degree, over a duration of months, and in and with a variety of working relationships.

OTHER MODIFICATIONS IN EXISTING COURSES

There appears to be merit in a teacher education program where both an education professor and the prospective teacher work together in a close relationship extended over a long period of time. The Elementary Teacher Education program at WWSC established the Professional Concentration program in the Fall Quarter, 1972. A new course was also offered:

Ed 399--SEMINAR IN ELEMENTARY EDUCATION (1 college quarter credit)

Prerequisite: restricted to elementary concentration majors. Teaching as a profession, methods of instruction, human relations in the classroom, self-evaluation of candidates as potential teachers; observation and field experiences. Repeatable for a maximum of 5 credits.

Steps for entering program:

1. Complete page 1, INFORMATION AND DATA RECORD OF ELEMENTARY MAJOR.
2. Complete as much of page 2, PROFICIENCY DATA OF ACHIEVEMENT, as possible.
3. Complete the page SUMMARY SHEET OF INFORMATION AND DATA.
4. Submit a transcript of all previous college work, or list the courses taken following this form:

   Course No. Title of Course Credit Grade

5. Summarize any work or contact with children that you consider significant in your development toward becoming an elementary teacher. Describe age of children with whom you worked, activities carried on, place and amount of time spent. Add other details that are significant to you. (this page may be typed, labelled page 4, on 8-1/2 x 11 paper.)
6. State in some detail why you wish to become an elementary teacher. Who influenced you in this decision, when, and upon what date did you base your decision? (Submit this in your own handwriting, label the page 5, on 8-1/2 x 11 paper.)
7. Solicit letters of commendation or recommendations from persons who believe you have potential as an elementary teacher. If you wish, you may submit names of persons to whom you wish your advisor to write for recommendations. We will state in the form letter sent that the letter will be seen by you.

8. When Steps 1 to 6 are completed as much as possible, bring advisor's copies to him/her, requesting he/she arrange for the Two-Week Observation Experience (no credit) to be completed prior to taking Education 399.

9. Make a complete report on 2-week elementary school observation experience.
10. Enroll in Ed 399. The advisor will give the student a form to be completed and on which to obtain signatures of the principal and teacher.

Ed 438--SCHOOL-HOME-COMMUNITY RELATIONSHIPS

The course was first introduced in 1970 and all enrollees were in the field of early childhood education. However, there continues to be a greater diversity among enrollees and their positions or interests.

Fall, 1972--enrollees included: high school English teacher, elementary principal, high school counselor, learning resource teacher, physical education high school teacher, elementary classroom teachers.

Fall, 1973--enrollees included: consultant in early childhood, environmentalist, drug educationalist, city sanitation engineer, elementary classroom teachers, social studies high school teacher, physical education high school teacher, parent.

COURSE DESCRIPTION

Problems of communication and interaction among teachers, parents, and paraprofessionals, administrators, and community; conferencing, planning meetings, community survey, PR publications, use of mass media.

Recommended readings:

Fabun, Don. COMMUNICATIONS, Glencoe Press, 1968.
LeMasters, E.E. PARENTS IN MODERN AMERICA, The Dorsey Press, Homewood, Ill., 1970.
COMMUNICATION IDEAS IN ACTION. Published by National School Public Relations Association.
YOUR PUBLIC SCHOOLS. Published by the Washington State Superintendent of Public Instruction to inform citizens and educators about programs and activities in our schools.

Greater emphasis has been placed on practical aspects of tasks that will fulfill course objectives. These included:

TASKS:

1. Tape an interview or conference with someone. Describe the setting, the purpose, and evaluate the conference and your learnings. This part should be written.

2. Prepare any communication which you can use or send. Describe to whom, why, and if possible the results of your communication.

3. Make a survey, prepare and give an opinionnaire or questionnaire.

4. Plan a meeting or series of meetings. In your description cover who, what, why, when, and where.

5. Compile a directory of the mass media available to educational groups in your community.

It is anticipated that the student will attach bibliographical sources for each task.

VII. Development of materials

Instructional modules
Sequential curricula and packaging of materials
Audio-visual products

VII. Development of Materials

A. Instructional Modules - See Appendix for complete copies.

Four instructional modules were developed.

1. CHILD STUDY was developed by the team of Supervising Fellows.
2. PARENT-TEACHER CONFERENCE
3. ROLE PLAYING - developed by Marilyn Werner, hired by
4. SOCIODRAMA - the ECE Project to write learning packages

B. Bibliography of Instructional Materials - see Appendix for bibliography.

A list was developed of instructional materials available upon request by the participating teachers. The instructional materials were housed in the ECE Project 1070 staff office located at WWSC.

C. It Takes More Than One

A collection of experiences and/or articles was compiled into a booklet. Several of the participating teachers were willing to share their successes with others who work with children and adults. The Table of Contents follows.

D. Newsletters

A newsletter became an effective means of communication among the participants. Generally these were sent out on a monthly basis to the participants. Samples of these follow.

E. Audio-visual Products

1. Slide and script presentation on "Parent Involvement Summer Activities Workshop." The slides show activities organized and presented by a participating teacher. The goal of the parent workshop was to give parents concrete ideas for various activities to do with their children over summer vacation.

2. Slides of various Creative Playgrounds around the northwest area. The slides present stimulating ideas for developing such play areas. Also included is a resource list of creative playgrounds, their location, and a person to contact for information about each playground.

E. Audio-Visual Products, continued.

3. Tulalip Kindergarten V.I.P. Books.

These books contain an illustrated page for each child of kindergarten classes at the Tulalip Kindergarten, Marysville, Washington. Each page features the child, emphasizing the uniqueness of each family and its contribution, and parent involvement within the school and community. The V.I.P. books circulate among the families, to be enjoyed by family and friends. Several V.I.P. books are on display in the Marysville Public Library.

4. Portable Classroom Darkroom.

A Learning Resource, Ed. Media Professor at WWSC was contracted to purchase the media and introduce it to the ECE Project 1070 participating teachers.

This outfit can be placed on an ordinary classroom table, where children can develop and enlarge photographs. The complete darkroom includes cabinet, enlarger, and accessories.

Available from: Classroom Technology, P. O. Box 31177, San Francisco, California 94131.

IT TAKES MORE THAN ONE

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Planning With Helpers for Learners

Introduction.....Roberta Bouverat
A Kindergarten VIP Program.....Anita Anderson
Parents as Resources for Learning.....Lois Bedell
Parent Involvement Summer Activities Workshop.....Roxanne Melland
Diary of Community Involvement in the Learning Process.....Anita Anderson
Utilizing Teacher Aides.....Maria Day
Working with Volunteer Mothers.....Mary Lou Cooke
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Summary.....Roberta Bouverat

WESTERN WASHINGTON STATE COLLEGE
EARLY CHILDHOOD EDUCATION PROJECT 1070

September 26, 1972

Dear Early Childhood Education Project 1070 Participants and Fellows:

Welcome back to another year in early childhood education. We know that you have been working with the youngsters for almost four weeks now and we trust that all is going smoothly.

We wish to begin our year by introducing your Instructional Assistants who are ready and willing to help you in providing a quality program for your youngsters. Each of the Instructional Assistants has written a short commentary about herself. We hope that you may benefit from their strengths and that you will seek their services soon.

We are just beginning to make plans for another exciting, as well as different year with 1070. You will recall that during Dr. Stallings' first visit with us, he suggested that our project be renamed. We did poll the group and the top five names were:

1. HELP - Help Educate Little People
2. CHANGE - Child and Needs Generate Education
3. TCP - Project Teacher-Child-Parent
4. Training to Care
5. Teachers Seeking Better Ways of Working With Young Children

Since that time it has been noted that more and more persons know of our early childhood project as 1070. It has taken the span of two years in operation with six cooperating school districts for us to be identified and noted for the fine and effective program which we have. Thus, we will continue to be known as the Early Childhood Project 1070.

Within the next two weeks, the Director and the Instructional Assistants shall be meeting with each of your administrative personnel. We hope to talk with these persons about the nature and extent of in-service programs in which you might become involved. We urge that you will offer ideas, thoughts, or way to either the 1070 personnel or your respective school personnel.

Your Instructional Assistants are ready to help you in many ways. Some of the responsibilities they might perform are:

-- take the classroom so that you might meet with parents, make home visits, plan learning programs for children as well as for the involvement of the parents and students from the College

-- arrange for you to visit other sites, following the protocol

-- assist you in evaluating the changes toward the goals of the project

-- facilitate the distribution and sharing of learning materials among the teaching personnel

-- help to arrange for human and materials resources within the classroom

-- serve as an advisory board member on community committees

-- assist teachers in improving techniques

-- relieve teachers for planning periods

-- interpret working with culturally different people

-- interpret working with parent and community involvement

-- other

We are sure that as you meet them and call upon them for assistance, that more and different responsibilities may evolve. Earlier in October we hope that you will welcome us into your classroom, so that the Instructional Assistants may become familiar with the surroundings and your group of children.

If you haven't given us your September 1972 address, we would appreciate receiving this from you as soon as possible. We are trying to develop a current directory.

We look forward to seeing you and your youngsters soon.

/s/ ROBERTA BOUVERAT
Roberta Bouverat, Director 1070

/s/ KATHY RECORDS
Kathy Records, South

/s/ DUSTY WESTALL
Dusty Westall, North

WESTERN WASHINGTON STATE COLLEGE

NEWSLETTER TO PARTICIPANTS IN
EARLY CHILDHOOD EDUCATION PROJECT 1070

November 13, 1972 - No. 5

WE HAD A GOOD MEETING

It was great to see you at our meetings this past week. It was the consensus of the group that we try to meet once a month as a 1070 group. We have scheduled our December meeting for November 30. It will be held at Roosevelt School in Bellingham at 7:00 p.m. If you want to be reimbursed you will be given a travel voucher to sign.

LET'S SHARE IDEAS

A spin-off from our meetings was to get together and exchange classroom ideas in the following areas:

career awareness	poetry
science	cooking
math	storytelling
music	books
creative writing	art
parent envolvement	

Feel free to share any other idea that was successful. Note the enclosed sample "idea" form on storytelling. It will be to your advantage if everyone follows this same general format. On your ditto include the questions, why, what, how, and what next. Please make 50 copies.

WAYS TO USE YOUR INSTRUCTIONAL ASSISTANTS

1. Would you like someone to come into your class and observe a certain child? yes___ no___
2. Would you like to be released to visit another classroom? Yes___ No___
3. Would you like someone to come into your room and videotape? Yes___ No___
4. Would you like to be released to meet with volunteer parents? Yes___ No___
5. Would you like some feedback as to how a certain child interacts in the classroom? Yes___ No___
6. Would you like the opportunity to make home visits? Yes___ No___
7. Would you like us to gather materials on a specific interest area? Yes___ No___

Tally your yes column and your no column. If you have 7 yeses you are in a very, very desperate need of our services.
If you have 6 yeses you are in very desperate need of our services.
If you have 5 yeses you are in desperate need of our services.
If you have 4 yeses you are in frantic need of our services.
If you have 3 yeses you are in great need of our services.
If you have 2 yeses you are in moderate need of our services.
If you have 1 yes you are in need of our services.
If you have 0 yeses let us know how you want to use us!

THANKS

Nancy appreciates the time you have taken to fill out her questionnaire. Kathy and Dusty appreciate your filling out both the release form and the reaction sheet.

HELEN DEVRIES WROTE THIS TO SHARE WITH US

"It was such a beautiful fall. We took advantage of the weather going on short walks each day to see the homes of two or three of our children. Their mothers or dads came out to greet us. So did their dogs and cats.

While the children were with the P.E., music, or library teachers, I gathered three or four under my wing and took them to my home. They played with old family toys and sat around my kitchen table eating crackers and peanut butter and cookies.

As a result of these two experiences we all feel more friendly and know each better than we usually do before the month of May. This feeling was apparent to the parents, too, during the first six weeks.

I use reality therapy at times, but use Arline's "play therapy" more. It has been invaluable with some mixed up children, but helps too with very normal children."

/s/ Dusty Westall
North

/s/ Nancy Nelson
Program Assistant

/s/ Kathy Records
South

/s/ Roberta Bouverat
Director

Story Telling

Why? This exercise should help your child with his reading. It will help your child bring his ideas together into a whole story, to relate objects and ideas and use his imagination creatively.

What? A play area (table or floor) and set of pictures provided.

How?

1. Spread the pictures out on the table or floor.
2. Tell your child you want to play a story-telling game that each of you is going to make up a story about the pictures. Give your child enough time to make up a story.
3. When you have both thought of a story, encourage your child to tell his story first.
4. Ask your child questions about his story. Sample questions are: "Why did that happen?" "Who was the man?" "What happened next?" "Where did he go?" and so on.
5. Tell your story to your child. Have him question you about it.

What then? or What else? Take pictures that don't seem to go together and see if you both can make up a story about them.

11/29

WESTERN WASHINGTON STATE COLLEGE
NEWSLETTER TO PARTICIPANTS IN
EARLY CHILDHOOD EDUCATION PROJECT 1070

October 26, 1973 - No. 4

Dear ECE Project Personnel:

NAEYC

It is hoped that many of you are planning to attend sessions at the National Association for Education of Young Children conference in Seattle, Nov. 7-10. It is a rare opportunity for professional educators and parents in our communities to have such a significant event so near to us.

If you have not registered yet, there will be opportunity to do so at the conference center in November.

We have sent each Fellow a copy of the full schedule of the conference, as developed by the national NAEYC headquarters thus far. We are hoping you will ask them to see the copy.

Purposes of NAEYC

Enclosed with this newsletter you should find the specific purposes of this national association, and how, if you desire, to become an involved member.

An Affiliate Group

Plans are forging ahead to establish an Affiliate Group of NAEYC in the Whatcom, Skagit, Island and San Juan counties.

If you wish to become an affiliate group member, (conference registration fees are less if you belong to NAEYC), you must immediately send:

a. your name and mailing address
b. identify the kind of membership you desire
c. accompany the membership fee for the kind of membership you desire (check payable to NAEYC)

SEND THIS IMMEDIATELY TO:

Mrs. Harriet Arkley
1138 Marine Drive
Bellingham, Washington 98225
---733-4805---

Subscriptions for Schools

We know that many of you have found the NAEYC publications quite informative and useful to you. There is an exciting special bonus for libraries and schools who subscribe NOW, to NAEYC. Accompanying this newsletter, each Superintendent or Assistant Superintendent is receiving notice of this special subscription. You might wish to ask your building principal or librarian if your school may be selected to receive these resource materials.

Your Director

With other EPDA Directors throughout the nation, I attended a very informative National Leadership Institute/Teacher Education/Early Childhood conference in Washington, D.C., October 18 and 19th. Key resource people, representing the following groups or programs spoke to us during the two day session.

Director of Governmental Relations, NEA
Representative of Education Commission of the States
Program Developer, Carnegie Corporation
Director, Education for Parenthood
Program Worker, Project Home Start

If any of you care to hear tapes of the presentations, please contact me.

Site Visitors

We have been asked by the National Leadership Institute/Teacher Education/Early Childhood Education, located in Storrs, Connecticut to share our effective learning experiences with other professional educators. Two persons from the New Mexico Highlands University, Las Vegas, New Mexico have asked to come to visit our program in early childhood education. These persons requested to visit on site in the cooperating public schools associated with ECE Project 1070.

The visitors will be in our area Monday, November 12 and 13th. As you might expect, they will not be able to visit with all of you. If any of you do not wish us to visit you during those two days, please contact me accordingly. We will be getting another communication to you prior to the actual visitations.

EKNE

NAEYC

During my stay in Washington, D.C. it was possible for me to visit the national headquarters of these two associations. Yes, they do know where Bellingham, Washington is located, and were eager to continue to serve us. Some of you do have comprehensive memberships to EKNE and we hope some of you will soon be members of NAEYC.

Forthcoming

"STICK A KID IN YOUR EAR"

A workshop on ALTERNATIVES TO A CLASSROOM DISRUPTION. Keynote address will be given by a representative from the Glasser Educator Training Center, Los Angeles. Date: Sat., Nov. 3rd. - Reg. fee, $5.00. Send your check for $5.00 to:

ACT Conference on Alternatives to Disruptive Behavior
c/o Bellingham Education Association
Bellingham Administration Building
1306 Dupont, Bellingham, Wa. 98225

/s/ ROBERTA BOUVERAT
Director, EPDA/ECE Project 1070

VIII. Cooperative relationships among diverse interests and institutions

- Among various departments within training institution
- With other institutions of higher education
- With LEAs and SEAs
- With the community
  - professional
  - non-professional

Among various departments within training institution

Ethnic Studies (culturally different)
Physical Education (playground and play areas)
Technology (career awareness)
Home Economics (child development/family relationships with an elementary teaching minor)
Learning Resources, Education Department (classroom photography)
Library (expansion of books, journals in field of early childhood education)
Science Education (useful equipment to staff a new school building, consultant services)
Field Services (student teaching)
Graduate Office (changes in Consultant Early Childhood Education degree program).

With other institutions of higher education

No direct relationship was established with the EPDA project.

With LEAs and SEAs

The nature of this EPDA Teacher Training project produced a continuous relationship with the six (6) cooperating school districts.

The Washington State Office of Superintendent of Public Instruction was aware of the teacher training project. On one occasion the Superintendent of Public Instruction visited in the Tulalip Kindergarten and observed the V.I.P. program.

The Northwest regional State P.T.A. vice president, Service Area 8, worked closely with participating teachers and Director. Sharing of knowledges existed in the areas of early childhood education, parent involvement, and creative playgrounds.

Articles on various aspects of the EPDA/ECE Project 1070 have been printed in YOUR PUBLIC SCHOOLS. This is a paper published two times a month by the Washington State Superintendent of Public Instruction to inform citizens and educators about programs and activities in Washington state schools. It is distributed state-wide.

The Tulalip Elementary School was featured on Seattle Channel 4 KOMO-TV's "What's New in the Schoolhouse." The Tulalip Kindergarten V.I.P. program was one part of a nine week series on Indian Education in the Northwest.

Four of the participating teachers were awarded minigrants for improving some aspect of teaching. These minigrants were sponsored by the local school districts. The monies were delivered through ESEA-Title III funds, sponsored by the office of the Washington State Superintendent Public Instruction.

In 1970 community committees were selected in each of the six local school district areas. These committees served in an advisory capacity. Their main function was to select the teachers to participate in each phase of the total EPDA Project.

In general, committee members represented the

local school administration,
teacher association,
target population,
citizen advisory group,
school board,
tribal council, and
parents.

With the community

Professional

Day Care Facilities within the EPDA Project locations

ECE graduate students have been welcomed to participate as volunteers and coordinators of less experienced volunteers in the local group day care centers. Several of the ECE graduate students have contributed consulting services in administration, organization and curriculum of the day care programs.

ECE undergraduate students have been working as volunteers in local group day care centers.

Four of the seven Fellows worked for a four week period in a Migrant Day Care Facility during the summer of 1971. They served as teachers during the day and were consulted for possible improvements for the facility in forthcoming years.

Contact with Social and Health Services

The EPDA Director 1070 continues to keep a close association with a Public Health Nurse located in the community where WWSC is located. Because of this relationship, services and benefits have occurred for young children.

Citizen's Committees

One of the EPDA/ECE Fellows evolved as an "authority" on creative and adventure playgrounds. He did a lot of research on the topic, gave many hours, days, weeks, months to meeting with PTAs and other adult groups to discuss, plan and develop play areas for children. One result of his efforts was the inclusion of a special item on the local school district levy. It called for $1,000 for each of the eleven (11) elementary schools for improvement of playgrounds.

Coffee with School Superintendent

Each month one school superintendent holds an evening of dialogue with local constituents. This "coffee hour" provides an opportunity for citizens to have their concerns and questions clarified by the school administration. This means of communication evolved from a technique initiated by one of the EPDA Fellows.

Target Population Representation and Participation

On occasion, representatives were chosen to serve as resource persons to the participating teachers, i.e., persons from the local tribes were asked to share their culture with the participating teachers.

Resource persons talked with the participants from the Center for Indian and Migrant Education, located in Toppenish, Washington.

IX. Impact on early childhood developments outside the training institution

Schools
SEAs
Day care centers
Other interest involved in early childhood education

Schools

A significant indication of the impact of the EPDA project was demonstrated in the personal and professional involvement and growth of the early childhood teachers within their classrooms. In addition, the Director made scheduled contacts with local school administrations. The conferences elicited the following remarks from the school administrators.

What do you consider to be the highlights (of EPDA/ECE Project 1070) for your district?

- it has resulted in a broader and deeper awareness on the part of staff members in our school system concerning the needs of students in the beginning phases of their educational program.
- there appears to be greater critical analysis of practices, parent involvement, and individualized instruction.
- there is more of a language arts program in effect.
- the teachers are more open and working with each other.
- the spin-offs include developing leadership skills among the participants.
- it is happening where the action is--on the job in the school.
- it has a broader thrust in preparing teachers and implementing at the "grass roots" level a program which will focus on the young learner.
- greater interest and commitment is observed on the part of our primary teachers because they can see the meaning of what they are doing.
- there is more exchange of views, colleagues sharing with colleagues.
- there is development of leadership roles.
- there is shared concern about what is happening in the instructional process with children.
- the supervising "fellow" has returned to our district, and from her past year's experience shows renewed dedication and an increase in confidence toward the teaching of children.
- new training strategies have developed.
- met need for professional meetings.
- there is an open, flexible, stimulated personnel.
- stimulated people professionally for what they are doing.
- equipped selected teachers with the knowledge and skills necessary to conduct in-service workshops with experienced teachers.

Schools (continued)

In one rather conservative school district, four significant changes took place. Heretofore, these practices were not conducted within this school district.

(1) Elementary classroom teachers were granted released time to visit other classrooms in operation during the day while children were involved in the structional program. The local school board approved a program whereby two or three visits per teacher will be allowed over the year. The elementary principal will take over some classes while others will double up for the day while teachers are out gathering new ideas. The visitation program will result in no added expense to the district.

(2) The school board approved a volunteer assistance program to be organized by the elementary school staff and principal. The new program will enlist the energies of interested parents and set up a schedule of parents who will come to school and serve as teacher aides.

(3) The elementary principal was able to propose (to the school board) that tables and chairs be moved out into the hallways, despite opposition from the custodian. The Board granted approval for such placements of tables and chairs, so as to provide increased space for individual, independent instruction.

(4) The school board approved and granted released time for substitute fees in order that two primary teachers might attend a leading national conference held within the state. The school district paid for conference fees to the annual NAEYC for the two teachers.

In relation to professional development, the impact of EPDA/ECE Project 1070 appeared to influence

(a) nine (9) of the thirty-two (32) participating teachers to continue their professional growth in a master degree program at WWSC.

(b) the involvement of eight (8) other candidates working toward a master's degree in Early Childhood Education. These persons became active participants in the operations of the Project.

SEAs

Better Parent and Community Involvement

The ideas of one kindergarten teacher in her V.I.P. Program have been disseminated and shared in local, state and national conferences. Some prospective teachers and experienced teachers have been adopting the theme and activities to use in their own teaching situations.

The efforts of the Washington Congress of Parents, Teachers and Students (PTSA) have taken directions that correspond with goals and interests of ECE Project 1070, i.e., workshops and conferences in creative play areas, parent volunteers, etc.

Better Learning Environments

The efforts, enthusiasm, and dedication of one supervising Fellow continues to stimulate other persons to plan, design, and build creative or adventure play areas. Many teachers and citizens have taken leadership roles in initiating their school communities to take some action in this kind of a learning environment for children.

Better Relationships with School Administrators

Other school districts within the state have adopted the strategy of having at least one night a month whereby the public may join the local school district superintendent in dialogue about questions and concerns concerning the educational system in their locality.

Day Care Centers

The major focus on ECE Project 1070 was not on day care; however, greater awareness, knowledge and evaluation of such programs was explored by several of the participating teachers.

Other interest involved in early childhood education

1. Community Colleges

   The growth of programs and enrollment of community colleges has called upon the services and expertise of early childhood teachers. Several of the ECE Project 1070 participants have been asked to perform leadership roles within the auspices of the community colleges.

2. Northwest Affiliate of NAEYC

   Within the past year an affiliate chapter of the National Association for the Education of Young Children has been formed in the Pacific Northwest. Many of the ECE Project 1070 participating teachers were instrumental in organizing this interested group. Plans are moving ahead among the day care, preschool, headstart and primary school programs--all for the benefit of young children.

3. Intermediate School District #108

   The curriculum directors of this vast body of school personnel (includes public, parochial and private schools, K - 12 in four different counties) asked to become more knowledgeable about the teacher training in-service aspects of the Project.

X. Number of children affected by age or school level.

X. Number of children affected by age or school level.
EPDA/ECE Project 1970-73.

Kindergarten	- 250
transition	- 15
1st	- 200
2nd	- 143
3rd	- 200
4th	- 83
5th	- 5

XI. Impact on children in preschool, kindergarten, and early grades, in

cognitive area

affective domain

other.

XI. Impact on children in kindergarten and early grades in:

cognitive area

Information of this nature was not readily made available by the six cooperating school districts.

It was known that the typical achievement tests were administered at designated times during the years 1970-73.

Representatives were hired from Stanford Research to evaluate Follow-Through classrooms. Three of the EPDA/ECE Project 1070 classrooms were also associated with Follow-Through. Data was absorbed from these classes into the total evaluation done by Stanford.

affective domain for teachers

Perhaps the earliest and significant impact for the participating teachers was the influence resulting from the Dr. James Hymes workshop held the summer of 1971. His theme was "Humanizing the Environment," and this resulted in humanizing aspects for children as well as the environment.

During the 1971-72 academic year, each participating teacher was involved in approximately ten weekly sessions of intense dialogue in principles of relating to others. The EPDA Project followed and completed a sequential program entitled Basic Interpersonal Relationships. These experiences strengthened feelings about themselves and their personal competence in dealing with other people.

Each participating teacher did an in-depth study of one child as the teacher progressed through the Child Study Learning Package. This provided for a concentrated look into social-emotional behaviors of young children.

Another significant event was participation on the part of the teachers in a two-day "Human Potential Seminar" in the spring of 1972, led by Technical Assistant, Dr. Clifford Stallings from the U.S. International University, San Diego. Here the participating teachers were asked to seriously define and clarify their strengths and to set individual realistic goals for themselves.

The overall aspects of this EPDA Project resulted in more self-confident teachers, who have been continuously growing in responsible roles of teacher leadership within their respective school districts, and who have strengthened their involvement in developing personable programs for young children and their families.

affective domain for children

The greatest impact on children and their families and influence with other teachers came from the extension and adaptions from the V.I.P. program. One of the participating teachers originated the V.I.P. program within an Indian community (see detailed description in IT TAKES MORE THAN ONE). Dimensions of this program have been shared regional, statewide and nationwide.

Children were involved in planning their own learning environments (see articles concerning creative playgrounds in IT TAKES MORE THAN ONE). Children and family members were given opportunities to increase dialogue and relationships with one another (see "Children, A Camera and Communication" and "Begin with a Three-some" in IT TAKES MORE THAN ONE).

A closer look at the social-emotional development of children was approached as the participating teachers involved themselves in observing children closely in order to complete the Child Study Learning Package.

When permitting the participating teachers employed the Piers-Harris Self Concept and the Child Behavior Rating Scale on each child within her classroom. The School Sentiment Index was also administered to entire classrooms. These measurements were administered by the EPDA/ECE Project 1070 Evaluator. The results of each of these instruments was reported to the classroom teacher in hopes that the knowledge might result in better understanding and in changes in her actions with each youngster and the class as a whole.

As the participating teachers became more confident, they were willing to try new and more humane approaches with their learners. The overall classroom climates were indicative of the movement and direction of changes for children within the realm of the affective area.

XII. Major conclusions

Accomplishments achieved

Problems encountered

Lessons learned.

Accomplishments achieved

Better education for the culturally different child through better prepared teachers, who work for better self-concent, who develop a child-centered environment, and who involve parents and the community.

Problems encountered

1. A great deal of time was required to travel to the numerous schools involved in the total project (384 miles).

2. The somewhat nonresponsiveness of two central office school district administrations was frustrating, both on the part of the participating teachers and the progressive operation of the total project.

Lessons learned

1. How to manage a variety of levels of persons both on the Western Washington State College campus and the six co-operating school districts.

2. How to read a budget report.

3. How important personal communication (face-to-face) was in the varied aspects of this three year project.